

TUTORS' FEEDBACKS IN TEACHING SPEAKING  
AT ENGLISH TUTORIAL PROGRAM  
IN UNIVERSITAS MUHAMMADIYAH SURAKARTA



PUBLICATION ARTICLE

Submitted as a Partial Fulfillment of the Requirement  
for Getting Bachelor Degree in Department of English Education

by:

VIRTU FEMMA VIRGINA

A320160080

DEPARTMENT OF ENGLISH EDUCATION  
SCHOOL OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH SURAKARTA

2020

APPROVAL

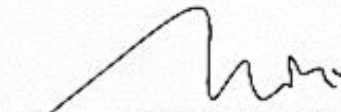
TUTORS' FEEDBACKS IN TEACHING SPEAKING  
AT ENGLISH TUTORIAL PROGRAM  
IN UNIVERSITAS MUHAMMADIYAH SURAKARTA

Publication Article

By

VIRTU FEMMA VIRGINA  
A320160080

Approved to be Examined by Consultant



Nur Hidayat, M.Pd.  
NIDN. 0613086903

ACCEPTANCE

TUTORS' FEEDBACKS IN TEACHING SPEAKING  
AT ENGLISH TUTORIAL PROGRAM  
IN UNIVERSITAS MUHAMMADIYAH SURAKARTA

PUBLICATION ARTICLE

By

VIRTU FEMMA VIRGINA  
A320160080

Accepted and Approved by the Board Examiners  
School of Teacher Training and Education  
Muhammadiyah University of Surakarta  
On *May 18<sup>th</sup>* 2020

The Board Examiners

1. Nur Hidayat, M.Pd.  
Head of Examiner
2. Koesoemo Ratih, Ph.D.  
Member 1 of Examiner
3. Aryati Prasetyarini, M.Pd.  
Member 2 of Examiner

(*Nur Hidayat*)  
(*Koesoemo Ratih*)  
(*Aryati Prasetyarini*)

Dean,



Prof. Dr. Harun Joke Prayitno, M.Hum.  
NIP. 19630428 199303 1 001

### TESTIMONY

Herewith, I testify that there is no plagiarism in this publication article. There is no other work that has been submitted to obtain the bachelor degree and as far as I concerned there is no opinion that has been written or published before, except the written reference which are referred in this paper and mentioned in the bibliography.

If any incorrectness is proven in the future dealing with my statement above, I will be fully responsible.

Surakarta, May 18<sup>th</sup> 2020

The Researcher



Virtu Femma Virginia

A320160080

TUTORS' FEEDBACK IN TEACHING SPEAKING  
AT ENGLISH TUTORIAL PROGRAM  
IN UNIVERSITAS MUHAMMADIYAH SURAKARTA

ABSTRAK

Penelitian ini bertujuan untuk menganalisis umpan balik oleh tutor pada *English Tutorial Program (ETP)* di Universitas Muhammadiyah Surakarta. Tujuan dari penelitian ini adalah untuk menemukan tipe umpan balik yang diberikan tutor, langkah-langkah pemberian umpan balik, alasan tutor memberikan umpan balik, dan persepsi siswa terhadap umpan balik yang diberikan tutor. Penelitian ini adalah penelitian deksriptif kualitatif. Subjek dari penelitian ini adalah tutor dan siswa *ETP*. Metode penelitian yang digunakan ialah observasi, wawancara dan dokumentasi. Sumber data dari penelitian ini adalah peristiwa, informan, dan dokumen. Hasil dari penelitian ini adalah: 1) terdapat dua tipe umpan balik yang digunakan oleh tutor, umpan balik positif dan negatif yang mempunyai tipe lagi masing-masing, 2) terdapat 10 langkah-langkah yang diterapkan tutor dalam menyampaikan umpan balik, 3) alasan tutor untuk memberikan feedback ialah untuk meningkatkan kesadaran siswa dalam pembelajaran mereka, 4) persepsi siswa menunjukkan bahwa umpan balik positif membuat siswa bersemangat dalam belajar dan kurang peduli dengan kesalahannya. Sedangkan, umpan balik negatif efektif membuat siswa bahagia, percaya diri, merasa kemampuan berbicara mereka meningkat, dan merasa lebih sadar akan kesalahan mereka sendiri tetapi juga merasa tertekan dalam belajar. Jadi, umpan balik yang diberikan tutor *ETP* efektif untuk meningkatkan keterampilan berbicara siswa.

Kata Kunci: Berbicara, Langkah-langkah, Persepsi, Tipe, Umpan Balik

ABSTRACT

This research analyzes the tutor's feedback in teaching speaking at English Tutorial Program (ETP) in Universitas Muhammadiyah Surakarta. The goal of this research is to find out the type of tutors' feedbacks, the steps of giving feedbacks, the reasons of tutors' feedbacks, and the students' perception toward tutors' feedbacks. It was a descriptive qualitative research. The research subjects are the tutors and the students of ETP. The research methods were observation, interview, and documentation. The data sources of this research were events, informants, and documents. The results of this research indicate: 1) there were two feedbacks used by tutors, positive and negative feedback with each of it had its sub-types, 2) there were 10 steps applied by the tutors in giving feedback, 3) the reason of the tutors is to increase the students' awareness toward their learning, 4) students' perceptions showed that the positive feedbacks made the students feel enthusiastic in learning and ignorance to their mistakes. While, negative feedbacks made the students feel

happy, feel confident, feel their speaking skill was increasing, and feel they are more aware to their own error but also feel some pressures in learning. Thus, feedback given by ETP tutors was effective to increase students' speaking skill.

Keywords: Speaking, Steps, Perception, Type, Feedback

## 1. INTRODUCTION

Speaking skill is important to be mastered. Speaking is an activity that uses language to express people's thought and feeling (Mart, 2012). Students in many countries are studying English to enhance their speaking skill. Universitas Muhammadiyah Surakarta (UMS) as one of private universities in Indonesia set a course program named English Tutorial Program (ETP) to improve students' English quality.

English Tutorial Program or ETP is a program by *Lembaga Pengembangan Ilmu dan Bahasa (LPIDB)* in UMS. It is aimed to improve the students' English mastery, especially in speaking skill. In this program students are taught some English basic materials. Each group consists of one tutor and students from all majors, except the Department of English Education.

Speaking is a difficult skill to be mastered because it needs a direct response of the speakers (Fauzan, 2014). Harmer in (Agustina, Herlina, & Faridah, 2019) stated the problems faced by students, namely: on what they hear, say, and on the intonation. Students of ETP often make errors in pronunciation, grammar, vocabulary, etc. Based on the students' difficulties and error, the tutor gives them some feedbacks.

From the phenomenon above, the researcher is interested to conduct a research which analyzes the tutor's feedback in teaching speaking at ETP. The analysis includes of the types of feedback, the steps of giving feedback, the tutor's reason of giving feedback, and the students' perception of tutor's feedback.

According to Rodgers (2006), feedback is reflecting the materials taught in learning process. Moreover, Nicol & Macfarlane-Dick (2006) stated that feedback

is an information about students' previous learning performance based on standard assessment. Feedback can support the good enhancement of students' performance (Irawan, E. & Salija, K., 2017).

Feedback is divided into oral and written feedback. Written feedback is a feedback given through some written comments (Amri, 2016). While, oral feedback is a teacher's oral direct response (Brookhart, S. M., 2008). The tutors in ETP used oral feedback.

There are some previous researchers who studied about feedback given to the students. Maizola, Septi (2016) has conducted a study about the teacher's oral corrective feedback on the performance of dialog of students of Senior High School PGRI Padang. The goal is to identify the teacher's oral corrective feedback types. The result indicates that the teacher of used *recast* and *repetition* feedback. Adityas, M.T. (2008) has investigated the effects of teachers' feedback on the students' learning experience in the speaking class. The purpose is to investigate the effects of teachers' feedback toward students' experience in speaking classroom. The result is that *affective* and *informative feedback* type are effective to enhance students' motivation. Zohrabi, K. & Ehsani, F. (2014) have examined the role of implicit and explicit corrective feedback towards the Persian students' accuracy and awareness on English grammar. The goal is to investigate the feedback's effects towards students' grammar awareness and accuracy. It shows that the corrective feedback is effective to enhance students' awareness and accuracy. Maroua, G. (2016) has examined the oral feedback's effects in students' performance. The purpose is to find out whether the oral feedback can improve students' speaking skill. The result shows that feedback can improve students' performance and work in speaking. Akkuzu, N. (2014) has examined about the feedback's role in the reciprocal interaction and self-efficacy belief of teaching performance. This study purposes to investigate the role of feedback based on the self-efficacy belief of students' performance. The result indicates that the various types of self-efficacy belief-based feedback influence the students and teachers'

self-efficacy. From the previous researcher, they focus on the type, way, or effect of feedback by the teachers. Meanwhile, this research focuses on analyzing the type, steps, reason, and perceptions of feedback by the ETP tutors.

## **2. METHOD**

This research is a descriptive qualitative research. The researcher used observation, interview, and documentation to get the research data. The observation was conducted at English Tutorial Program in Universitas Muhammadiyah Surakarta. The participants were 5 groups. A group consists of a tutor and around 10 students. From the observation, the researcher got data about types of feedback and steps of giving feedback. The researcher also interviewed all the tutors and 3 students of each group to find out the reason of giving feedback and the students' perception of tutor's feedback. The researcher used video and voice recorder as the documentation to record the activity and interview result at English Tutorial Program. The data sources of this research are from the event, informant, and document. The techniques of analyzing data are data reduction, data display, and drawing conclusion.

## **3. FINDING AND DISCUSSION**

The researcher found the finding of this research consists of the type of feedback, the steps of giving feedback, the reason, and the students' perception towards tutor's feedback.

### **3.1. The Types of Feedback used by Tutors of English Tutorial Program**

Ellis (2009) divided feedback into positive and negative feedback. The researcher used the theory of Reigel (2005) about positive feedback and the theory of Lyster & Ranta (1997) about negative feedback to support Ellis (2009) theory. The researcher found 147 positive feedbacks and 143 negative feedback applied by the tutors. The classification and the result of this research are showed below.

#### **3.1.1. Positive Feedback**



Positive feedback is a feedback that consists of tutors' agreement that the students' performance is correct. Reigel (2005) has divided positive feedback into three; paralinguistic, linguistic, and metalinguistic. The researcher found 147 positive feedbacks. From 147 positive feedbacks, the researcher classified them into three feedbacks.

#### 3.1.1.1.Paralinguistic

Paralinguistic feedback is a feedback in which the tutor gives the gesture and non-verbal response. There were 86 paralinguistic feedbacks given to the students.

##### ***Data***

S3 : *Ya*, after graduating. My plan after graduating from university is to be unemployed for some time. After that I will apply for the job in state company, such as *Adi Karya, Waskita or PT. PP*. But if not, I will work in a private company as a consultant or contractor.....

T : ***Nodding (positive, paralinguistic) PP8***

**(PP8, Observation on November 22<sup>nd</sup> 2019)**

The researcher also found *smiling, laughing, and uh-huh* sign from the observation. The most used is the tutor's gesture, nodding head.

#### 3.1.1.2. Linguistic

Linguistic feedback is a feedback in which the tutor responses the students' performance through giving verbal affirmation. There were 57 linguistic feedback found.

##### ***Data***

S1 : Many people like to eat pizza, but do you know how to make it? Today on "You can cook!" you can learn how to make delicious pizza....

T : ***Okay (positive, linguistic), next. PL29***

**(PL29, Observation on December 13<sup>th</sup> 2019)**

The tutor said "okay" as a verbal act that intended to show agreement toward student's speaking.

Other form of verbal affirmation is tutor said “*Ya*”. The findings show that “Okay” is the most used words to show tutor’s affirmation.

#### 3.1.1.3. Metalinguistic

Metalinguistic feedback shows feedback of tutor in the form of praising. The tutor used praise words in giving comment to students’ performance.

#### ***Data***

S5 : The ant and the dove. One hot day, there are ants looking for water. The ants sleep and have helped by all dove...

T : Okay. Thank you, Dinar.

**Good speech about the story of the ant and the dove (positive, metalinguistic). PM3**

**(PM3, Observation on December 10<sup>th</sup> 2019)**

The tutor praised the student because of her good speaking by saying a praise word, “good.”

#### 3.1.2. Negative Feedback

Negative feedback is corrections toward students’ errors in linguistics aspects. Lyster & Ranta (1997) have divided it into six; explicit correction, recast, clarification request, metalinguistic feedback, elicitation, and repetition. There were 143 negative feedbacks found.

##### 3.1.2.1. Explicit Correction

In explicit correction, the tutor tells the students about the reality that the students have made an error. The researcher found 11 explicit correction feedbacks.

#### ***Data***

S : I have the experience, contacts, and knowledge [k'npɪdʒ] to contribute to the rapid growth of this business.

T : ***Bukan knowledge [k'npɪdʒ], knowledge ['npɪdʒ]. ‘K’ nya nggak dibaca. (negative, explicit correction) NEC4***

(it is not knowledge [k'nɒlɪdʒ], knowledge ['nɒlɪdʒ]. The letter “K” is not read.)

S : knowledge ['nɒlɪdʒ].

**(NEC4, Observation on November 30<sup>th</sup> 2019)**

The student was wrong in pronounce the word “knowledge”. The tutor told the student that his pronunciation was wrong and gave him the correct form.

#### 3.1.2.2. Recast

In this feedback, the tutor reformulated the students’ error in speaking. The researcher found 99 recast by the tutor.

#### ***Data***

S2 : I’m very organized and always on time. I have good people skills and I am polite [pɒlit]

T : **Polite [pə'laɪt]. (negative, recast) NREC38**

**(NREC38, Observation on November 30<sup>th</sup> 2019)**

The student was wrong in pronouncing the word “polite” as [pɒlit]. The tutor corrected his pronunciation by directly saying the right pronunciation. She said “Polite [pə'laɪt].”

#### 3.1.2.3. Clarification Request

Clarification request is the type of feedback when the students’ utterances is not clear and need a confirmation. The tutor said “pardon me”, “what do you mean?”, etc. to confirm. There were 21 clarification request.

#### ***Data***

T : So, if there is a guy, a man invites you to meet up. What will you say?

S1 : So, I yes and I

T : **You Say? (negative, clarification request) NCR14**

S1 : I said yes and I

**(NCR14, Observation on December 13<sup>th</sup> 2019)**

When the students answered the tutor's question, she made a grammatical error. The tutor didn't understand the student's answer so she confirmed it by asking "you say?" to make sure the student's answer.

#### 3.1.2.4. Metalinguistic Feedback

The feedback in which the tutor doesn't give the students any explicit right form but giving either question, comment, or additional information. There were 2 metalinguistic feedbacks.

##### **Data**

S2 : Also, I can work at I lunch time and, in the evening the hours [ðɜ: hɔ:s]

T : Kalau hours ['aʊəz] ini, 'h' nya nggak dibaca. Jadi hours ['aʊəz].

*Jadi, kan aku udah pernah bilang kan kalau ada the terus huruf setelahnya adalah huruf vocal atau dibacanya vocal berarti the nya ini bukan the [ðɜ:], jadi? (negative, Metalinguistic feedback) NMF1*

(So, I have already said that there is "the" followed by vowels or word with vowel sound, it means that the "the" is not read in [ðɜ:], so?)

S : The [ði]

#### **(NMF1, Observation on November 30<sup>th</sup> 2019)**

The student made a pronunciation error while he was saying "the hours" as [ðɜ: hɔ:s]. The tutor gave additional information and question to recall the students understanding.

#### 3.1.2.5. Elicitation

The feedback in which the tutor gives the direct correction but with some supplementary question, command, or sentence completion to start the feedback with. There were 5 elicitation.

##### **Data**

S2 : I would like this job because this is a good organization to work [wɔ:k] for.

T : To work [wɔ:k] atau to work [wɜ:k]? (negative, elicitation) NE3

S2 : To work [wɜk] for.

T : To work [wɜ:k]

**(NE3, Observation on November 30<sup>th</sup> 2019)**

The student made an error in pronouncing the word “work.” The tutor gave him a question in the form of choice consisting of the right pronunciation directly.

**3.1.2.6. Repetition**

Repetition is a feedback that the tutor repeats the students’ incorrectness. There were 5 repetitions.

***Data***

S2 : Ingredients. You need water, sugar, yeast, olive oil, flour [flɔ:], and salt.

T : **Flour [flɔ:] (negative, repetition), NREP4.** It is like when you say flour [ˈflaʊə] here, you can say flour [ˈflaʊə], like you say bunga, flower.

**(NREP4, Observation on December 13<sup>th</sup> 2019)**

Student mispronounced the word “flour” as [flɔ:] when speaking. The tutor corrected the student by repeating the incorrect pronunciation first and told the right pronunciation, flour [ˈflaʊə], later.

In conclusion, the tutors of English Tutorial Program used both of positive and negative feedback. Paralinguistic is the most dominant of positive feedback. While, recast is the most dominant of negative feedback.

**3.2. The Steps used by Tutors in Giving Feedback**

In giving feedback, the tutor has their own steps. By using the theory of Aljaafreh & Lantolf in (Lynch & Maclean, 2003, p.5-6) about 13 steps of giving feedback, the researcher found 10 steps applied by tutors.

3.2.1. The tutor asks the students to read the text, identify the error or incorrectness and then correct their error independently based on the prior tutorial. In English Tutorial Program, the tutor asked the students to read first.

***Data***

T : Open your book! So, there is an example of describing process, how to make pizza. Let’s read it first.

**(Observation on December 13<sup>th</sup> 2019)**

The student was asked to read a procedure text before the group jumped into the main materials. The reading was used to enhance students' understanding.

In reading, the students met difficulties, the tutor asked them to correct it by themselves.

***Data***

S1 : Have you got any questions?

S2 : Yes, how much will I get paid per hour [hɔ:]

T : Per?

S2 : Per hour ['aʊə]?

T : *Nodding*

**(Observation on November 30<sup>th</sup> 2019)**

The student mispronounced the word “hour.” The tutor just asked him how is the right pronunciation to make him corrected it by himself.

3.2.2. Tutor acts as the potential dialogic partner who prompts in conducting a collaborative frame.

The tutor could increase students' speaking skill through acting as a dialogic partner who gives question, comment, etc.

***Data***

T : So, what is student organization you join?

S8 : Like KMK

T : You join it?

S8 : No, I not join. I join the volleyball UMS.

T : So, how often you play volleyball?

S8 : In one week, three days in a week.

T : Three times in a week.

S8 : Yes.

**(Observation on December 13<sup>th</sup> 2019)**

After the student finished his speaking, the tutor asked him some questions in order to increase student's speaking skill, through answering the questions.

### 3.2.3. The students focus to read the errors in sentences.

The students needed to focus on their error in producing speech. From the observation, some students needed multiple times to correct it.

#### **Data**

- S5 : Memorizing [mɛmərəɪzɪŋ] vocabulary [vəʊ'kæbʊləɪ] in the dictionary.  
T : Vocabulary [vəʊ'kæbjʊləɪ].  
S5 : Vocabulary [vəʊ'kæbʊləɪ] in the dictionary.  
T : Vocabulary [vəʊ'kæbjʊləɪ].  
S5 : Vocabulary [vəʊ'kæbjʊləɪ] in dictionary. Number four is watch [wɒt] the tutorial on youtube.

#### **(Observation on December 13<sup>th</sup> 2019)**

The student made pronunciation errors on the word "vocabulary." After the tutor corrected it, he was still mispronouncing it. The student focused to read it then he could pronounce it correctly.

### 3.2.4. Tutor refuses students' unsuccessful attempts to recognize the error.

The tutor refused students' unsuccessful attempt when they were asked to find the error.

#### **Data**

- T : *Jadi, point A, who are they? Menurut kalian mereka ini siapa?*  
(So, in point A, who are they? In your opinion, who are they?)  
S : *Pelamar*  
(Job seeker/Interviewee)  
T : *Bahasa Inggrisnya? Cari dulu pelamar pekerjaan apa bahasa Inggrisnya! What's the meaning of pelamar pekerjaann.*  
(English? Find the English of *pelamar pekerjaan*!)  
S : The Interviewer  
T : The?

- S : The interviewer  
 T : Interviewer? Interviewer *itu yang mewawancarai*.  
 (Interviewer is the person who interviewing)  
 S : Interviewee

**(Observation on November 30<sup>th</sup> 2019)**

The student translated *pelamar pekerjaan* as interviewer. The tutor refused the student's unsuccessful attempts to recognize his error by repeating the wrong translation and give him little explanation.

3.2.5. Tutor points out the location of error by repeating or telling it  
 The tutor gave the students correction by telling them directly.

***Data***

- S7 : Hidden in tents. Last week my sister and I went to my grandmother and grandfather's house. I and the two were on motorcycle. At afternoon at 10 a.m. My brother started travelling accompany with the son with tum in the arm...
- T : **For the pronunciation, I get many wrong vocabularies from you. For example, "brother ['brʊ:ðə], brother ['brʌðə], and was [wʌz], was [wɒz], week ago [wi:k ə'gəʊ]."**

**(Observation on December 10<sup>th</sup> 2019)**

The tutor pointed the student's error by telling her wrong pronunciation. After it the tutor told the student about the correct pronunciation.

3.2.6. Tutor identifies the students' error.

In this step, the tutor identified the error and told them explanation which supports the identification.

***Data***

- S2 : To work [wɜ:k] for. I like meeting people and talking to customers. Also, I can work at I lunch time and, in the evening the hours [hɜ:s]
- T : *Kalau* hours ['aʊəz] *ini*, 'h' *nya* *nggak dibaca*. *Jadi* hours ['aʊəz].  
 (This "hours", the "h" is not read, So, it is hours ['aʊəz].)



**(Observation on November 30<sup>th</sup> 2019)**

After the student presented his speaking, the tutor told his mistake. The tutor also gave him explanation why it was wrong.

3.2.7. Tutor rejects students' unsuccessful attempts in correcting their error. In this step, the tutor refused the student's wrong correction toward their error.

**Data**

- S : What can you contribute [kɔ:n'tribu(:)t] to this company?
- T : Contrì? (negative, clarification request)
- S : Contribute [kɔ:n'tribu(:)t]
- T : *Coba cek di kamus coba.*  
(Check it in dictionary.)
- S : What can you contribute [kɔ:n'tribu(:)t]
- T : *Coba di cek, masa contribute? [kɔ:n'tribu(:)t]. Laughing. Coba cari di kamus coba, bacanya gimana? Contribute [kən'tribju(:)t]. Okay, repeat again.*  
(Check it in dictionary, are you sure is it contribute [kɔ:n'tribu(:)t].)  
(Check it in dictionary, how is it read? Contribute [kən'tribju(:)t].)

**(Observation on November 30<sup>th</sup> 2019)**

The tutor refused the student's correction when he pronounced "contribute" as [kɔ:n'tribu(:)t]. As a refusal, she asked the student whether he was sure about the pronunciation. She asked the student to check his online dictionary to find out the right pronunciation.

3.2.8. Tutor gives some clues to ease the students to find out the correct form.

The tutor gave students the clues related to the right form to ease the student's understanding.

**Data**

- T : What's the meaning of polite? *Antonimnya tidak sopan.* (The antonym of impolite)

- S : *Sopan* (Polite)  
 T : *Sopan. Impolite?* (Polite)  
 S : *Tidak sopan* (Impolite)

**(Observation on November 30<sup>th</sup> 2019)**

The tutor gave the students a clue when they felt difficult to find the meaning of “polite” in *Bahasa*. The clue was the question of the antonym of impolite. The students knew the answer directly.

3.2.9. Tutor gives the correct sentence or word.

Tutor gave the correction for students’ mistake directly.

***Data***

T : *Kalau hours ['aʊəz] ini, ‘h’ nya nggak dibaca. Jadi hours ['aʊəz]. Jadi, kan aku udah pernah bilang kan kalau ada the terus huruf setelahnya adalah huruf vocal atau dibacanya vocal berarti the nya ini bukan the [ðɜ:], jadi?*

(So, I have already said that there is “the” followed by vowels or begins with vowel sound it means that the “the” is not read as the [ðɜ:], so?

S : **The [ði]**

T : **The [ði].**

**(Observation on November 30<sup>th</sup> 2019)**

In this step, the tutor told the students the correct pronunciation of the word “the” after the students found it by themselves.

3.2.10. Tutor explains to the students about the use of the correct form.

After tutor told the right form, she explained the use of it.

***Data***

T : The [ði]. *Nah tadi kan ini h nya nggak dibaca jadi kan hilang, jadi huruf hidup kan huruf vocal, berarti dibacanya?*

(The “h” is not read, it is gone. It is a vowel, so how is it read?)

S : The hours [ði 'aʊəz]

T : The hours [ði 'aʊəz], *benar*.

(The hours, true)

**(Observation on November 30<sup>th</sup> 2019)**

The tutor gave additional explanation about the use of her correction on the words “hours” and “the”. The correction could give the students more knowledge and made them easy to understand.

### 3.3. The Reason of Tutors’ Feedbacks

The tutors of ETP have almost the same reason. Based on Rodgers (2006) purpose of feedback theory, the reason is *“Increasing the students’ awareness about their selves, especially in learning process.”*

#### *Data*

R : What is your reason in giving feedback to the students?

*It purposes to make them know which one is correct avoiding them to make mistake... (Interview on November 22<sup>nd</sup> 2019)*

*First, to make they know what their mistake is, correct them all...*

**(Interview on November 27<sup>th</sup> 2019)**

*The third, it purposes to make them know their what their mistake is and how the correct form is. (Interview on November 30<sup>th</sup> 2019)*

*To make them better. So, the mistake is not repeated.*

**(Interview on December 13<sup>th</sup> 2019)**

*I hope after the students are hearing or knowing their mistake.*

**(Interview on December 19<sup>th</sup> 2019)**

The tutors pointed that students need to know, and their awareness needs to be developed especially in recognizing their own mistakes. It would ease them to follow the learning materials since they could correct their selves.

### 3.4. The Students' Perceptions Toward Tutors' Feedbacks

The students' psychological condition and English speaking ability were influenced by the feedback. The students had their perceptions about the influence of positive and negative feedback.

#### 3.4.1. Students' Perceptions Toward Positive Feedback

##### 3.4.1.1. Students' Positive Perception Towards Positive Feedback

Positive feedback contained of compliment and agreement made student felt enthusiastic in the learning process.

#### *Data*

R : In your opinion, which is the most effective feedback?

S : In my opinion, the positive one because it makes more enthusiastic.

**(Interview on November 27<sup>th</sup> 2019)**

##### 3.4.1.2. Students' Negative Perception Towards Positive Feedback

Positive feedback could make the students felt ignorance to study and know more about their speaking.

#### *Data*

R : In your opinion, which is the most effective feedback?

S : The negative is effective. Because we can know the mistakes, so if it is only positive. We think "oh, so I am correct." So, if we are given the evaluation or negative, we can know more about our mistake, so we can know the correction.)

**(Interview on November 27<sup>th</sup> 2019)**

### 3.4.2. The Perceptions Toward of Negative Feedback

Negative feedback contained of correction which influenced the students' personal psychological condition and their speaking skill.

#### 3.4.2.1. Students' Positive Perceptions Toward Negative Feedback

##### 3.4.2.1.1. Students felt happy to get correction.

Some students felt happy because they could get the correction from tutor. So,

they got new knowledge.

**Data**

R : What do you feel after the tutor gives feedback?

*Yes, glad it was corrected. So, I know the error.*

**(Interview on December 10<sup>th</sup> 2019)**

*I am happy to know how the correction, can get new knowledge.*

**(Interview on December 13<sup>th</sup> 2019)**

3.4.2.1.2. Students felt confident when performing speaking.

The students' self-confidence was increasing after they got feedback. The students also felt more brave than before to speak in front of the audiences.

**Data**

R : What is the effect of tutor's feedback to your speaking?

*There is self-confidence, but the partner has less.*

**(Interview on November 30<sup>th</sup> 2019)**

*We brave spontaneously unlike the previous days.*

**(Interview on November 27<sup>th</sup> 2019)**

3.4.2.1.3. Students felt their speaking skill are increasing.

The students felt the enhancement on the pronunciation, spelling, grammar, vocabulary, etc. because of the feedback.

**Data**

R : What is the effect of tutor's feedback to your speaking?

*In this time, there might be not much, but there is change. In pronunciation, how is the correct pronunciation. (Interview on December 10<sup>th</sup> 2019)*

*Yes, for now, more vocabulary is added. (Interview on December 13<sup>th</sup> 2019)*

3.4.2.1.4. Students felt more aware of their errors

The tutor's feedback gave them memory about the correction of their mistakes. So, they could be easy to recognize their own mistakes and correct it.

**Data**

R : Is providing feedback effective to improve your speaking skill?

*Yes, it is quiet effective. In every meeting I understood my previous mistake. So, it is not repeated anymore. (Interview on November 22<sup>nd</sup> 2019)*

*Students know their mistakes; they can correct their mistakes.*

**(Interview on November 27<sup>th</sup> 2019)**

#### 3.4.2.2. Students' Negative Perception towards Negative Feedback

The student felt that negative feedback gave him a pressure in learning.

*Pretty happy, knowing. But, sometimes it is not allright, tell me to keep repeating, repeat the pronunciation. Sometimes, there is pressure.*

**(Interview on December 13<sup>th</sup> 2019)**

Based on the explanation above, this study is different from the other studies before. It can be seen from the contents or findings. The previous researchers found the corrective feedback or in the other name is negative feedback. They didn't present the other types, such as positive feedback. Meanwhile, this research presented both of positive and negative feedback. Moreover, on the steps of giving feedback, there was no study about it. For the reason, the other researchers found that the teacher's reason is to provide information to students and increase their spirit (Anggraeni, W., 2012). While, the tutors' reason in ETP is to increase the students' awareness in learning. Last, there were no study that found the influences of feedback both on psychological and speaking skill either in positive and negative feedback based on students' perceptions.

## 4. CONCLUSION

In conclusion, the tutors of ETP used two types of feedback, namely: positive and negative feedback. Positive feedback consists of *paralinguistic*, *linguistic*, and *metalinguistic*. Negative feedback consists of *explicit correction*, *recast*, *clarification request*, *metalinguistic feedback*, *elicitation*, and *repetition*. Meanwhile, there were 10 steps of giving feedback applied by the tutors. Then, the tutor's reason is to increase students' awareness in learning, especially to their own mistakes. Last, according to the students' perceptions, positive feedback made

students felt more enthusiastic in learning and ignorance to study more. While, the negative one made students feel happy to get correction, feel confident, feel their speaking skill was increasing, feel they were more aware to their errors and feel some pressures in speaking. Therefore, the tutor's feedback is useful for increasing students' self and academic condition. It is a good way to enhance the students of foreign language understanding.

## BIBLIOGRAPHY

- Adityas, M. Tolkhah. (2008). *The Effect of Teacher's Feedback in Speaking Class on Students' Learning Experience*. Yogyakarta: English Language Education Study Program, Sanata Dharma University.
- Agustina, N. E. F., Herlina, R., Faridah, D. (2019). Corrective Feedback on Pronunciation Errors: Teacher's Perception and EFL High School Students' Self-Reflection. *Journal of English Education and Teaching (JEET)*. Vol 3 No. 3.
- Akkuzu, N. (2014). The Role of Different Types of Feedback in the Reciprocal Interaction of Teaching Performance and Self-Efficacy Belief. *Australian Journal of Teacher Education*, 39(3).
- Amri, Walid. (2016). *Teacher's Oral Corrective Feedback Strategy in English Language Classroom*. Darussalam- Banda Aceh: Faculty of Tarbiyah and Teacher Training, Ar-Raniry State Islamic University.
- Anggraeni, Wahyu. (2012). *The Characteristics of Teacher's Feedback in The Speaking Activities of the Grade Nine Students of SMP N 2 Depok*. Thesis. Yogyakarta: English Education Department, Yogyakarta State University.
- Brookhart, S. M. (2008). *How to Give Effective Feedback to Your Students*. Published by Association for Supervision and Curriculum Development (ASCD).
- Ellis, Rod. (2009). Corrective Feedback and Teacher Development. *L2 Journal*, Volume 1 (2009), pp. 3-18. Shanghai International Studies and University of Auckland.
- Fauzan, Umar (2014). The Use of Improvisations Technique to Improve the Speaking Ability of Efl Students. *Dinamika Ilmu Vol. 14. No 2*.

- Irawan, E., Salija, K. (2017). Teachers' Oral Feedback in EFL Classroom Interaction (A Descriptive Study of Senior High School in Indonesia). *ELT Worldwide Volume 4 Number 2*.
- Lynch, T., Maclean, J. (2003). *Effects of Feedback on Performance: A Study of Advanced Learners on an ESP Speaking Course*. Edinburgh Working Papers in Applied Linguistics. 21-22.
- Lyster, R., Ranta, L. (1997). *Corrective Feedback and Learner Uptake*. 46-48. Published by: Cambridge University Press.
- Maizola, Septi. (2016). *Umpan Balik Guru secara Lisan dalam Memperbaiki Penampilan Berdialog Siswa pada Kelas Sepuluh di SMA PGRI 1 Padang*. Thesis. Department of English Education. West Sumatera: STKIP PGRI Padang.
- Maroua, Ghorab. (2016). *The Effects of Oral Expression Teachers' Feedback on Improving Learners' Speaking Performance*. Department of Foreign Languages. People's Democratic Republic of Algeria: Faculty of Arabic Language Arts and Foreign languages, Mohamed Kheider University of BISKRA.
- Mart, C. T. (2012). Developing Speaking Skills through Reading. *International Journal of English Linguistics*. Vol. 2 No. 6. Published by Canadian Center of Science and Education.
- Nicol, David J., Macfarlane-Dick, Debra. (2006). *Formative assessment and self-regulated learning: a model and seven principles of good feedback practice*.
- Reigel, D. (2005). *Positive Feedback Loops in Second Language Learning*. Portland State University.
- Rodgers, C. R. (2006). *Attending to Student Voice: The Impact of Descriptive Feedback on Learning and Teaching*. State University of New York. Published by Blackwell Publishing.
- Zohrabi, K., Ehsani, F. (2016). The Role of Implicit & Explicit Corrective Feedback in Persian speaking EFL Learners' Awareness of and Accuracy in English Grammar. *International Conference on Current Trends in ELT*. Published by Elsevier Ltd.